DOCUMENT RESUME

ED 100 245 HE 006 145

TITLE	A Guide to Educational Programs in Noncollegiate Organizations.
INSTITUTION	New York State Education Dept., Albany. Office of Noncollegiate Sponsored Instruction.
PUB DATE	Dec 74
NOTE	59p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Adult Education; Guides; *Higher Education; Inplant Programs; *Labor Education; *Off the Job Training; *Program Evaluation; Special Degree Programs; *Statewide Planning

ABSTRACT

Today it is recognized that education is an important element of human growth that takes place in many settings, not simply on the college campus. This endeavor is the first project at either the national or state level to set up a mechanism for evaluating educational programs sponsored by noncollegiate organizations in New York. The credit recommendations established for high quality programs and courses found to be comparable to college-level instruction will assist many currently participating adults in gaining academic recognition for the learning they acquire. Such recognition may well motivate more of them to enroll as full-time or part-time students in degree programs in colleges and universities. Sections of the guide cover: descriptions of evaluation systems, questions and answers for students and administrators, how to use the guide, course descriptions and credit recommendations. A list of consultants and a course index complete the document. (Author/PG)

ED 100 245

A GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office on Noncollegiate Sponsored Instruction
Albany New York 12230

December, 1974

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FOREWORD

Today we recognize that education is an important element of human growth that takes place in many settings, not simply on the college campus. We learn from travel, independent readings, television, and in programs like Vista and the Peace Corps, as well as in formal educational programs sponsored by business, industry, government, labor unions, and professional associations. All of these pursuits prepare us for fuller participation in a rapidly changing society. Many have an immediate impact on our ability to contribute to our jobs and in our communities.

The Board of Regents has long recognized the importance of permitting individuals to obtain college credits or other educational advantages for knowledge gained outside the traditional classrooms of higher education. To this end, the Regents established a credit-by-examination program in 1963 and, more recently, the Regents External Degree Program. Now they are broadening their approach by setting up a mechanism for evaluating educational programs sponsored by noncollegiate organizations.

This endeavor, undertaken jointly with the American Council on Education, is the first such project at either the national or the state level in the United States. It is in line with recommendations made in *Diversity by Design*, the final report of the Carnegie Corporation-Sponsored Commission on Non-Traditional Study. We are grateful to the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education of the Department of Health, Education, and Welfare for their support of this joint activity.

The credit recommendations established for high quality programs and courses found to be comparable to college-level instruction will assist many currently participating adults in gaining academic recognition for the learning they have acquired. Such recognition may well motivate more of them to enroll as full-time or part-time students in degree programs in our colleges and universities. This result would be in line with the goal of the Regents to increase access to higher education and the degrees it affords throughout a person's lifetime, not just immediately after high school.

We trust this *GUIDE* will assist colleges wishing to award credit for a variety of formal learning experiences. We solicit the advice and support of the education community and the citizens of the State of New York in the development of this new venture to broaden educational opportunity for students of all ages.

Ewald B. Nyquist

Ewald B. Nyquist

President of The University
of the State of New York
and Commissioner of Education

December 1974

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BACKGROUND

Early in 1974, the State Education Department undertook to develop a system for evaluating formal learning experiences sponsored by noncollegiate institutions; that is, by organizations whose primary focus is not education. They include private industry, professional associations, labor unions, voluntary associations, and government agencies. The purpose of the evaluation system is to establish credit recommendations, where appropriate, for programs and courses which have been reviewed by the Department. This publication contains an explanation of the evaluation procedures used, descriptions of the initial courses reviewed, and credit recommendations for those courses. These recommendations are intended to guide colleges and universities as they consider awarding credit to persons who have successfully concluded noncollegiate sponsored learning experiences.

The Department believes it is sound educational practice to grant academic credit for high-quality educational courses conducted by noncollegiate institutions, provided (1) the courses are conducted on a collegiate level, and (2) the credit is appropriate to the individual's educational program. Moreover, experience has shown that the award of recognition for previous learning will in many cases motivate students to enroll in formal collegiate programs of study.

In this initial developmental stage, evaluations were made of a limited number of educational programs and courses sponsored by a group of companies and government agencies in New York State. In the process, the components of a model for a statewide evaluation system were identified, and credit recommendations were established when the courses were found to be comparable to college-level programs. In addition, the experiences, procedures, and criteria that the American Council on Education (ACE) has used since 1945 in evaluating military training programs were utilized and tested.

The Office on Noncollegiate Sponsored Instruction has been established within the Department to administer the evaluation system. This Office is now working in cooperation with ACE to implement a systematic evaluation of additional courses and programs sponsored by both national and State noncollegiate organizations. ACE is responsible for the activities of the project as they relate to such organizations and higher education institutions on the national level, while the Department will continue to conduct the project in New York State. This GUIDE will be continually updated and published periodically with the credit recommendations established through the evaluation system. It will be made available to institutions of higher education, sponsoring organizations, civil service commissions, and students, not only in New York State, but throughout the Nation.

DESCRIPTION OF EVALUATION SYSTEM

Eight organizations in New York State participated in the developmental activities of the project: (1) the American Institute of Banking, New York City Chapter; (2) the American Telephone and Telegraph Company; (3) the Eastman Kodak Company; (4) the General Electric Company; (5) the Literacy Volunteers of America, Inc.; (6) the New York City Police Department; (7) the New York State Police; and (8) the New York Telephone Company. Participation was on a voluntary basis, since the project does not relate to a regulatory function of the State Education Department, and each organization selected specific courses which it wanted to have evaluated.

In some instances the courses make up part of an integrated educational program; in other instances they are individual offerings conducted by different units within an organization. In both cases they are conducted for a specific period of time with a prescribed program of instruction, in a structured learning situation, under the direction of qualified instructors. Also, each course includes appropriate testing or measurement of student performance.

All organizations supplied the following information for each specific course evaluated:

1. A syllabus describing objectives and content of the course.
2. Instructional materials used, such as textbooks, audiovisual materials, and case studies.
3. Procedures used for measuring the performance of students in the course, as well as samples of the evaluation instruments.
4. An explanation of criteria and procedures by which instructors were selected.
5. Duration of the course.
6. A description of the record-keeping system for students enrolled.

This material provided sufficient descriptive data to enable a team of consultant evaluators to judge each course in terms of its comparability to college-level programs and, on this basis, to make a credit recommendation. In addition, the evaluators were able to consult with resource persons from each organization who were familiar with the courses, since the evaluation meetings were conducted where the programs were offered. These persons answered any questions which arose during the review of the materials. The evaluators were selected from college and university faculties and from noncollegiate organizations on the basis of their knowledge of the subject matter and level of instruction of the courses to be reviewed. (A List of Consultants will be found on p. 49). The State Education Department is now making these credit recommendations based on the professional judgment of these evaluators. The credit recommendations also have the endorsement of the Commission on Educational Credit of the American Council on Education.

A total of 102 courses were evaluated during the initial phase detailed in this GUIDE. Of this number the consultants recommended that no academic credit be granted for seven courses. Reasons given for failure to recommend credit included the following: the course was too limited in scope, too highly technical, or related too specifically to the sponsor's needs; adequate evaluation of student performance was lacking; or duration of the course was too short. Only those courses for which credit recommendations were established are described here.

QUESTIONS AND ANSWERS FOR STUDENTS

How are the credit recommendations used? Primarily to obtain college credit or advanced college placement. It may also be possible to use the credit recommendations for measuring achievements of in-service training, for entry into new areas of employment, to obtain salary credits, and for personal assessment.

Is college credit automatically earned when someone successfully completes a course listed in the GUIDE? No. Successful completion of such a course results in actual course credit only when accepted by a college for credit toward a degree at that institution. If you have already taken one of the courses listed in the GUIDE, or plan to take one, you are advised to contact the admissions office or the appropriate department chairperson at a particular college to determine the acceptability of the course for academic credit.

How many credits is each course worth? When a team of subject matter experts evaluates a course to determine if it is comparable to a college-level program, it also recommends the amount of credit it considers should be granted by a college for satisfactory performance in the course. The recommended credits for each course are listed at the end of each course exhibit.

These are recommended credits. The college is not required to grant the applicant credit in the amount recommended by the evaluators nor, in fact, is the college limited to that amount, should it feel that the person's performance in the course deserves additional credit.

Are standards for granting credit the same in all colleges? No. Each college sets its own standards, and standards do vary from college to college. Some colleges may refuse to grant credit for successful completion of a course conducted by a noncollegiate organization which would be accepted by another college. It should also be noted that a college may not grant credit but might, instead, waive a prerequisite or a required course.

Each institution, and, in many cases, each academic unit and department within each institution, sets its own policies and standards for granting credit. Final decisions on the granting of credit in individual cases will be made by those responsible for such matters in the institution. The admissions office in a college should be able to provide guidance to an individual about the appropriate official to contact to determine that decision.

A college will not ordinarily award credit in a subject at or below a level at which credit has already been earned by the student.

Is credit for courses listed in the GUIDE as "good" as credit earned on campus? Yes. When an institution grants credit for a course sponsored by a noncollegiate organization, this credit carries as much value toward a degree as does credit earned through formal course work on campus.

How much credit may be earned from courses taken in noncollegiate organizations? Colleges will have different policies regarding the amount of credit that may be earned through courses conducted by noncollegiate organizations. In granting credit for such courses, a college recognizes the value of off-campus study, but most institutions also wish to insure that the person receiving a degree has been exposed to the experiences of residence study. Individuals should check with the college they are planning to attend to determine both the amount of credit which will be granted for such courses and the subject areas the college will recognize.

When will credit be awarded? In most cases the candidate should apply for credit when formally applying for admission to a college for further study on campus. Some colleges may grant credit only provisionally at that time and withhold full credit until the applicant successfully completes some study through courses they offer.

Can credit be earned for a course completed previously or taken from a former employer? Yes. The credit recommendation established for each course described in the GUIDE can be used by anyone who successfully completed the course during the period listed in the "Dates" section of each course exhibit. When "Present" is given as the second date, this indicates the course is still being offered by the organization as of the publication date for this first edition of the GUIDE. Each organization for which courses were evaluated keeps records of their present and former employees who completed the courses for which there are credit recommendations and will report them to a college on request from the employee.

Is there a minimum acceptable performance level before credit will be awarded? Yes. A person must demonstrate satisfactory performance in the course by successfully passing the evaluation conducted by the organization sponsoring the course. This evaluation may take a variety of forms; including examinations, short quizzes, case study analyses, or projects. A college will consider granting academic credit to an individual for a

course only after it has received an official record from the sponsoring organization verifying that the person successfully completed the course.

How are student records for courses listed in the GUIDE reported to colleges? The organization sponsoring a course will submit an official record to a college upon request of an individual seeking academic credit for that course. The official record will enable a college official to verify that the person successfully completed the course. The source of the official records for each organization is noted in the introduction under each organizational heading.

How are courses listed in the GUIDE selected for evaluation? Each sponsoring organization selects the courses it conducts which it would like to be evaluated. An individual may not submit courses directly to the State Education Department for evaluation. Only educational programs conducted on a formal basis and with official approval of the sponsoring organization are listed in this GUIDE.

Do I have to be employed by an organization at the time I apply to a college for credit for a course conducted by that organization? No. An organization will provide an official record to a college for any person who has successfully completed a course it sponsors which is listed in this GUIDE, even if the person is no longer employed by the organization.

Can someone earn credit for courses not listed in the GUIDE? Yes. Some colleges will evaluate students individually, usually by means of examinations. The State Education Department offers college proficiency examinations which may be used to validate study in courses not included in the GUIDE. For more information contact the College Proficiency Examination Program, State Education Department, 99 Washington Avenue, Albany New York 12230.

Are the credit recommendations recognized in other states? This GUIDE is published as a service to the people and colleges of New York State. However, the State Education Department is working closely with the American Council on Education in Washington in the development of this evaluation system on a national basis. As a result, credit recommendations established for courses conducted by organizations located in New York State will be made available to higher education institutions, sponsoring organizations, civil service commissions, and students not only in the State, but throughout the Nation. The Department will send a copy of this GUIDE to out-of-state colleges at a student's request; also, officials of out-of-state colleges may request more specific details concerning a particular program or course from the Office on Noncollegiate Sponsored Instruction.

QUESTIONS AND ANSWERS FOR ADMINISTRATORS

Should the applicant receive special consideration for education in noncollegiate organizations? The Department believes that credit for those courses evaluated by the Office on Noncollegiate Sponsored Instruction should be considered on the same basis as credit accepted by transcript from another institution. In this connection, institutions generally will wish the applicant to furnish full information about previous collegiate studies and proposed future program before granting credit for such courses.

Are the Department's recommendations advisory only? Credit recommendations established through the Office on Noncollegiate Sponsored Instruction are advisory only. Each institution is free to accept, modify, or reject them as it sees fit. The recommendations are based on consultants' evaluations of content, level of complexity, educational quality, and objectives of the programs and courses of the noncollegiate organizations. It should be noted that a recommendation may not apply equally to all persons; credit should be granted according to its applicability to a student's educational objectives.

How should a grade from a noncollegiate institution be interpreted? Grading systems vary widely among noncollegiate organizations. The Department makes no attempt to convert marks to the letter or numerical grades used in most colleges and universities. A Department recommendation of academic credit for a course in a noncollegiate organization should, therefore, be interpreted as being applicable when a student presents official evidence of having successfully completed the course, regardless of grades. Usually students are not graduated from an educational program or course in such an organization if their grades are considered to be deficient or failing.

How should credit recommended for educational programs in noncollegiate institutions be applied to the individual's program of study? The Department believes that credit can be validly granted in either required or elective areas, provided the particular course and credit recommendation are appropriate to the individual's program of study.

What credit should be granted if the educational program in a noncollegiate institution duplicates specific courses in a college? In some cases a course offered by a noncollegiate institution will parallel a regular college course to such degree that it duplicates the subject area completely. In these instances credit for the course taken in the noncollegiate institution should be granted only if the student has not completed a counterpart college course, whether the course is required or elective. For the most part, however, these kinds of educational programs do not exactly duplicate college courses, but do contain instruction that will be applicable to a general area of collegiate study. Thus, many of the Department's credit recommendations will be in general areas such as personnel administration, criminal justice, or applied behavioral sciences. In these cases, credit can be granted as required or elective courses in the area, depending on the instructional program at the college and the specific educational objectives of the individual.

What credit should be granted when a person has completed several educational programs which are apparently in the same subject area and at the same level? A college officer should carefully review the descriptions of all courses in the same subject area which the applicant has completed and for which credit is recommended. If it appears that instruction is duplicated among the several courses, officials may wish to adjust the credit recommendations in order not to grant duplicate credit for the courses. If the officer cannot determine whether duplication exists, he or she may write to the Department for assistance.

What is the maximum amount of credit that should be granted for courses taken in noncollegiate institutions? The Department makes no recommendation with regard to limiting the amount of credit, inasmuch as it takes the position that the amount and the kind of credit granted should be appropriate to the individual's curriculum and educational goals.

Should the applicant present official records proving successful completion of an educational program conducted by a noncollegiate institution? Educational institutions should require the applicant to verify the fact that he or she has successfully completed such a program or course by submitting official records. The section of this publication containing the credit recommendations indicates the appropriate source of official records for each organization from which courses were evaluated.

HOW TO USE THE GUIDE

This GUIDE is designed to be used within the context of academic counseling of students. The credit recommendations and course descriptions in it provide a base of information for education officers to use when granting credit to students for their formal learning experiences in noncollegiate institutions. College officials will want to relate credit recommendations to the individual student's overall educational goals and the instructional program at their own institution.

In order to make best use of the GUIDE, officials are urged to give careful consideration to this section. It sets forth what courses may be found in the GUIDE, how to locate a particular course, how to interpret a course exhibit, considerations when awarding credit based on the recommendations, and how to receive assistance from the Office on Noncollegiate Sponsored Instruction in the State Education Department.

Types of Educational Programs Evaluated

Only educational programs conducted on a formal basis and with official approval of the sponsoring organizations are listed in this GUIDE. As was noted earlier, only a small sample of the educational programs conducted by these organizations was evaluated during this initial phase. Many of the participating organizations offer numerous courses which have not yet been evaluated. In addition, many other organizations in New York State conduct a wide range of high quality educational programs for their employees. These also are not included in this first edition of the GUIDE, because they have not been evaluated. Colleges are cautioned against making adverse judgments on any educational programs offered by noncollegiate organizations merely because they are not in the GUIDE. Students who have completed such programs should be given every consideration in accordance with institutional policies and practices.

In this regard it should be emphasized that it is the policy of the Office on Noncollegiate Sponsored Instruction to include in the GUIDE only those evaluated courses for which credit recommendations were established. However, the Office will inform colleges, upon request, if a course for one of the participating organizations was evaluated and no credit recommended.

During the next 2 years, evaluations of more courses from a larger number of organizations will be completed. The list of course descriptions and credit recommendations will be updated continually and made available to colleges and universities and other interested parties. It is important to note that the Office does not evaluate informal on-the-job training or job experience.

How To Locate A Specific Course

Each course evaluated is listed alphabetically under the name of the organization conducting it. Therefore, it is necessary to identify the sponsoring organization before a course can be located in the GUIDE.

How To Read A Course Exhibit

After each organizational heading there is an introduction which gives general information concerning the programs evaluated, as well as the dates on which they were evaluated. Following this each course exhibit identifies the educational program by title, course number when available, location, length, and dates offered; it also includes a statement of the course objectives, an instructional description, and the credit recommendation.

Each course exhibit provides the following information:

Title. Official course title provided by the sponsoring organization.

Course Number. Official course number provided by the sponsoring organization; available only for courses offered by the General Electric Company and the New York Telephone Company.

Location(s). The site where the course was offered.

Length. Duration of the course in contact hours and, where appropriate, in weeks. The term "residential" means that students reside at the location where the course is offered for the duration of the course.

Dates. Expressed by month and year, the beginning and ending dates of the course. The first date indicates when the course was first offered, the second date indicates when the course was dropped. When "Present" is given as the second date, this indicates the course is still being offered by the organization as of the publication date for this first edition of the GUIDE. The dates cover the period during which the course has been offered with substantially the same content and procedures as at the time of this evaluation. The credit recommendation made below is for someone who successfully completed the course during this period.

Objectives. The purpose for which the course was designed. In some instances the statement of course objectives will be found in the general introduction under the organizational heading.

Instruction. A descriptive statement giving the major subject areas covered in the course, teaching methodologies, facilities, materials, and equipment.

Together, the course objectives and the instructional description supplement the credit recommendation by

giving the reader essential information about the nature of a given course. Those officials desiring a detailed instructional description of any course may send their request to the Office on Noncollegiate Sponsored Instruction.

Credit Recommendation. The category of credit, the number of semester hours recommended, and the appropriate subject area.

1. *Categories of Credit.* There are five categories of possible credit in the GUIDE:

(a) *Vocational Certificate.* Vocational education course work may be identified in terms of total contact hours or semester credit hours. The primary objective of vocational education is to prepare the individual for employment on a prescribed job.

(b) *Associate Degree* (including lower division baccalaureate.) This category includes collegiate course work designed for educational programs leading to the Associate in Arts, the Associate in Science, or the Associate in Applied Science degrees, as well as collegiate course-work normally found in the first 2 years of a baccalaureate program.

(c) *Upper Division Baccalaureate Degree.* This category includes collegiate courses usually found in the last 2 years of a baccalaureate program, and the courses generally involve specialization of a theoretical or analytic nature beyond the introductory level.

(d) *Undergraduate Degree.* This category includes collegiate courses which might be applied to any level of a baccalaureate degree program.

(e) *Graduate Degree.* This category includes courses leading to a graduate degree; these courses tend to be oriented toward independent study, original research, critical analysis, and the scholarly and professional application of the specialized knowledge within a discipline.

Note: In some instances, credit is recommended in more than one category of postsecondary education, e.g., a course in the upper division baccalaureate degree category may be sufficiently advanced for the introductory graduate level. A decision must be made by the college officer as to which category best applies to the student's educational program.

2. *Semester Hours.* All credit recommendations are made in semester hours. Credit recommendations in the GUIDE are not derived by a simple arithmetic conversion such as dividing the total number of course hours by 15. Instead, the consultants based their credit recommendations on the range and level of complexity of the subject matter covered, as well as the length of contact hours.

3. *Subject Area.* The recommended subject area(s) in which credit should be awarded.

Awarding Credit Based on the Recommendations

Course information and credit recommendations are provided in the GUIDE to assist college officials in assessing a student's education in a noncollegiate institution in terms of its applicability to the educational program at a particular institution. Actual credits granted by colleges will depend on the degree requirements and general policy on transfer credit at each institution. Institutions may wish to require the student to pass an institutional examination before granting credit. It should be noted, however, that only educational programs that include appropriate evaluation of student performance carry credit recommendations in the GUIDE.

Verifying Student Records

Students who apply for credit for programs conducted by a noncollegiate institution should be required to submit *official records* so that the institutional official may verify that a student successfully completed a course. The source of the official records for each organization is noted in the introduction under each organizational heading.

Duplication of Credit

Each course listed in the GUIDE is evaluated on the assumption that the student took only the one course. However, in some instances a student may have participated in several courses which are apparently in the same subject area and at the same level. Institutional officials should review carefully the instructional description in the GUIDE for each course the applicant completed and for which credit is recommended. If it appears that instruction is duplicated among the several courses, officials may wish to adjust the credit recommendations in order not to grant duplicate credit for the courses. If the official cannot determine whether duplication exists, he may write to the Office on Noncollegiate Sponsored Instruction for assistance.

Credit Toward the Major Area of Study

If a student wishes to apply credit for a course taken in a noncollegiate institution to his major area of study, it is suggested that normal institutional practices in regard to transfer credit be followed. Credit recommended in the upper division baccalaureate degree category will normally be suitable to apply to the major. It is also possible that credit recommended in the associate degree category may be applicable to the major, as course work comparable to the first 2 years of a 4-year baccalaureate program.

Advisory Service

A continuing advisory service will be provided by the Office on Noncollegiate Sponsored Instruction to assist postsecondary institutions, civil service commissions, other government agencies, and employers in the evaluation of formal learning experiences gained by persons in noncollegiate institutions. Publication of the GUIDE on a regular basis will be part of that service. However, there may be some occasions when additional assistance is needed. After each edition of the GUIDE is published, the Office will continue to receive and evaluate new and revised programs of instruction; recommendations for these programs will be provided upon request. Also, institutional officials may request more specific details concerning a particular program or course.

Inquiries should be addressed to the Office on Noncollegiate Sponsored Instruction, State Education Department, 99 Washington Avenue, Albany, New York 12230. Telephone: (518) 474-8592.

AMERICAN INSTITUTE OF BANKING
(New York City Chapter)

Introduction

The New York City Chapter of the American Institute of Banking (A.I.B.) provides academic and professional courses and programs for an adult population made up of employees of approximately 100 banking institutions in New York City. Day and evening instruction in contemporary areas of banking activity is provided. Instructors have previous training and experience in the particular subject matter as well as with the banking profession in general.

The courses evaluated here constitute the Standard Program offered by the New York City Chapter. It combines academic and technical banking curricula not duplicated in collegiate or vocational institutions of learning in New York City or elsewhere. Five specialized areas of study designed for those seeking broad professional banking career development are offered: Commercial, Savings, International Banking, Trusts, and Banking Operations.

All the courses described are taught in the A.I.B. classrooms located at 233 Broadway in New York City or, in some limited instances, in leased facilities at nearby Pace University. Official records of student performance in the courses are available from: Office of the Registrar, American Institute of Banking, 233 Broadway, New York, New York 10007. Addditional information about the Standard Program is also available from the same address.

Please note that the credit recommendations listed below apply *only* to courses offered by the New York City Chapter of A.I.B., and *not* to courses offered by other local chapters of A.I.B., throughout the State.

The evaluation of these courses was carried out in May, 1974.

Title:	**Accounting Principles**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a basic understanding of accounting terminology, concepts, and practices, especially in reference to basic financial documents of business and banking.
Instruction:	Fundamentals of accounting theory and practice. Topics include: theory of debit and credit; classification of accounts; principles underlying accounting records; business papers and documents used as the basis of original entry; preparation of balance sheets and income statements. Principles and problems of controlling accounts of individual proprietorships and partnerships are covered. Laboratory assistants aid students in completing assigned homework.
Credit recommendation:	2 semester hours in the undergraduate degree category in Accounting or Finance.

Title:	**Bank Accounting**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a basic knowledge of the series of accounting controls that are used for effective internal management of a commercial bank.
Instruction:	Principles of accounting as applied to specific functional organizational and operational situations in a commercial bank; effect of accounting requirements on the operating system of a bank; impact of new technology on traditional accounting procedures; bank income and expense accounting; bank costs and the development of internal controls in the accounting routines of a bank.
Credit recommendation:	2 semester hours in the undergraduate degree category in Accounting.

Title:	**Bank Audit and Internal Controls**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with an understanding of good audit practices in effective bank management.
Instruction:	Organizing a bank for maximum protection; commercial bank and savings bank internal control and auditing procedures; bank frauds, both nonconcealed and concealed; EDP auditing and internal controls. Case studies of fraud and its detection are utilized.
Credit recommendation:	2 semester hours in the undergraduate degree category in Accounting.

Title:	**Bank Data Processing Fundamentals**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1967 — Present
Objective:	To provide the student with a basic knowledge of data-processing concepts and applications of the computer, with specific reference to the role automation has in banks.
Instruction:	Survey of data-processing concepts, punched card data-processing equipment and programming; computer concepts such as data recording, storage, processing, input and output; computer programming, including flow charting and coding. A visit to a Bank Data-Processing Center is made to observe punched card and computer equipment in operation, as well as the work flow.
Credit recommendation:	2 semester hours in the associate degree category in Electronic Data Processing.

Title:	**Business Conference Speech**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1968 — Present
Objective:	To provide the student with the opportunity to develop effective business communications skills.
Instruction:	Emphasis on the acquisition of basic skills and confidence needed to speak effectively in business conference situations; introduction to the behavioral principles underlying effective oral communications. Instructor/group discussions and evaluations assist in the organization of content, build self-confidence and poise, and enable the student to use body and voice mechanisms as effective tools of thought communication.
Credit recommendation:	2 semester hours in the associate degree category in Business Communications or Speech.

Title:	**Business Psychology**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with an understanding of the role of self, other workers, and work groups in a labor-intensive white collar industry such as banking.
Instruction:	General orientation to the field of psychology as applied to business: self-improvement and work efficiency; human relationships; motivation; leadership; employee counseling, training, and individual mental health.
Credit recommendation:	2 semester hours in the associate degree category in Applied Behavioral Sciences.

Title:	**Business Writing**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1972 — Present
Objective:	To provide the student with a high degree of skill in the writing of English with specific emphasis given to business letters, memoranda, and reports.
Instruction:	Continuation of the work begun in the English course listed on page 16. To strengthen mastery of writing skills with the overall goal that such skills be appropriately employed within the context of concise, well-planned business letters, memoranda, and reports. Regular written exercises are employed to

develop logical, concise, and orderly habits required in these business activities.

Credit recommendation: 2 semester hours in the associate degree category in Business Communications.

Title: **College Mathematics for Business**

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: September, 1969 — Present

Objective: To provide the student with skills in Business Arithmetic and Accounting terminology and concepts in preparation for the course in Accounting Principles.

Instruction: Basic application of mathematics examined to develop a working knowledge of: personal banking records, inventory and turnover, charges for credit, sales activities and records, depreciation, discount and interest, promissory notes, interest variables, and securities transactions. Workbook problems are used with each lesson.

Credit recommendation: 2 semester hours in the associate degree category in Business Mathematics.

Title: **Commercial Bank Organization**

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: September, 1963 — Present

Objective: Within a basic academic program in commercial banking, to provide the student with a fundamental course which presents terminology, documents, and processes of the commercial bank as well as an historical and organizational overview of commercial banking.

Instruction: Overview of the services and functions of a commercial bank through a study of its components and controls. Topics include: the banking function; history and development of the commercial banking system; deposit and payment function; loans and investments; other services, such as money management, international, fiduciary, computerized payroll, and billing; the Federal Reserve System; and governmental supervision.

Credit recommendation: 2 semester hours in the associate degree category in Banking, Economics, or Finance.

Title:	**Commercial Letters of Credit**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with knowledge of the use of the commercial letter of credit in reference to assignments in international banking and metropolitan banking.
Instruction:	Comprehensive view of letters of credit, their purposes, functions, and methods of operation as currently handled in the international departments of banks; import credits; export credits; government credits; refinancing and acceptances. Topic is approached in the framework of the day-to-day processing of letters of credit by banks.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Consumer Credit**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To develop in the student a marketing attitude and critical knowledge of consumer credit generally and in New York City.
Instruction:	History, techniques, operating costs, and present competitive position of each of the principal types of consumer credit institutions: personal loan departments of banks, loan companies, credit unions; qualifications of a good credit risk; techniques of loan interview and the development of credit information; investigation and the credit decision; collection procedures; business development.
Credit recommendation:	2 semester hours in the undergraduate degree category in Finance or Money and Banking.

Title:	**Corporate Trust Administration**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with practical and conceptual knowledge of the functions, responsibilities, and operations of current corporate trust banking activities.
Instruction:	Review of corporate financial principles and practice; use of capital financing instruments; establishment of corporate trusts and issuance of bonds; administration of corporate trusts, before and after default; corporate agency

appointments, other than transfer agent and registrar, and bond operation practices and procedures.

Credit recommendation: 2 semester hours in the undergraduate degree category in Finance or Money and Banking.

Title: **Corporation Accounting Principles**

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: September, 1963 — Present

Objective: To provide students with an understanding of corporation accounting principles in preparation for required courses in specialized areas of study.

Instruction: Fundamentals of accounting theory and practice of the corporation, especially industrial and commercial. Topics include: problems of opening, adjusting, and closing corporate books; capital stock; corporate earnings; investments; bonds; notes; appropriation of retained earnings. Consideration of other stockholders' equity accounts and transactions, of organization for control, and interpretation from the management viewpoint.

Credit recommendation: 2 semester hours in the undergraduate degree category in Accounting or Finance.

Title: **Corporation Finance**

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: September, 1963 — Present

Objective: To develop in the student a comprehensive understanding of the ways in which business corporations finance their incorporation and continuing daily operations.

Instruction: The nature, functions, and management of the corporation; sources of financing and the efficient utilization of funds by corporations; management of assets and liabilities and cost of capital; capital structure, present value, and capital budgeting. Emphasis on qualitative and quantitative tests as applied to corporate financial performance; consideration of external economic forces that influence the corporation finance process.

Credit recommendation: 2 semester hours in the undergraduate degree category in Finance.

Title: **Credit Administration**

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: September, 1963 — Present

Objective:	To provide the student with a basic understanding of the fundamentals of credit and loan administration.
Instruction:	Study of the credit and loan function in the context of overall banking operations; lending types and techniques; methods of credit investigation; sources of credit information; credit techniques; credit correspondence; types of bank loans.
Credit recommendation:	2 semester hours in the associate degree category in Banking or Finance.

Title:	**Economic Principles**
Length:	60 hours — 2-hour sessions each week for 30 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a framework of knowledge of the economic principles upon which more discrete banking systems and practices are later examined.
Instruction:	A two-semester survey of the major principles, institutions and problems of our economic system today. The first semester covers macroeconomics, and the second semester covers microeconomics. Particular emphasis given to the development of economic institutions, national income analysis, comparative economics, economics of the marketplace, and present-day economic problems as forces in understanding the economic system; additional focus on the operation of the international economy.
Credit recommendation:	4 semester hours in the undergraduate degree category in Economics.

Title:	**Employee Benefit Trust Administration**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1973 — Present
Objective:	To provide the student with knowledge of the procedures and regulations relating to the various employee benefit trusts.
Instruction:	Covers in detail the various aspects of employee benefit trusts, including: the establishment of pensions, profit sharing, thrift and savings plans, stock bonus trusts, and trusts for self-employed (HR-10), as well as procedures for setting up such trusts, their regulation, trends in employee benefit plans, the duties and powers of trustees, role of the actuary, and employee benefit trust investment.
Credit recommendation:	2 semester hours in the undergraduate degree category in Finance or Money and Banking.

Title:	**English**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide students with skill in comprehension and usage of grammatical concepts and in the development of themes that clearly and accurately express each writer's intention.
Instruction:	Initial diagnostic testing of students identifies specific problem areas (usually grammar, usage, spelling, vocabulary, punctuation) and determines the amount of attention devoted to each topic. Techniques of organizing paragraphs and themes and of effective presentation are developed. Writing samples assess progress throughout the course.
Credit recommendation:	2 semester hours in the associate degree category in English: Communications Skills.

Title:	**Estate and Trust Administration**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with knowledge of the basic elements of estate administration and the fundamental concepts of personal trusts and their administration.
Instruction:	Treatment of intestacies, wills, and probates of wills, as well as marshalling of assets, payments of debts, claims and legacies, distribution of assets, and accountability of executors and administrators. Also included are: the creation of trusts; duties, powers and limitations of fiduciaries; powers of appointment; termination of trusts; and common trust funds.
Credit recommendation:	2 semester hours in the undergraduate degree category in Finance or Money and Banking.

Title:	**Financial Statement Analysis**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To develop in the student fundamental knowledge of corporate credit analysis according to the standards and practices of New York City banks.
Instruction:	The principles and policies involved in the appraisal of credit risks through analysis of accounting statements of financial condition; concepts, characteristics, and tools of financial statements; financial statement analysis, including ratio analysis, liquidity analysis, and earnings analysis; items of the typical

	balance sheet and operating statement; tests normally applied in appraising the financial statements of various industries as a basis for credit.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking or Finance.

Title:	**Foreign Exchange Operations**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To familiarize the student with the workings of the world's various foreign exchange systems and the fundamental workings of the foreign exchange market as related to the daily operations of a money center bank's foreign exchange department.
Instruction:	Organization of the foreign exchange market, covering, hedging, interest arbitrage, and the method of dealing with the exchange problems confronting the bank's client; functions and organization of foreign exchange accounting.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Human Factors in Banking**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with an understanding of the various organizational factors and procedures that determine career growth and progress in banking.
Instruction:	Growth and history of the human relations concept; the supervisor's job; leadership and its effects on employees; motivation and job advancement; training new employees; self-development and development of others; problem solving.
Credit recommendation:	2 semester hours in the associate degree category in Applied Behavioral Sciences.

Title:	**International Collections and Money Transfer**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with a basic knowledge of NOSTRO and VOSTRO accounts as used in International Banking operations.

Instruction:	Covers in detail the NOSTRO and VOSTRO bookkeeping functions, the funds transfer systems for both domestic and international money transfers, the methods of handling documentary collections, both inward and outward, as well as various means of financing these collections.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**International Department Operations**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a fundamental survey course as an introduction to the area of International Banking.
Instruction:	Basic survey dealing with the evolution of international banking in the United States, the instruments and documents used in foreign trade, and the various functions of an international banking department.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Investment Principles**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To develop in the student an objective and systematic knowledge of the forces, factors, and technical requirements utilized in formulating sound investment decisions.
Instruction:	Selection of particular types of investments on the basis of needs, purposes, and financial status of each class of investor; mechanics of investment for each investor class. Study of recognized quantitative and qualitative tests used in judging security values, as well as the legal and financial characteristics of various types of investment securities. Consideration given to daily economic and social forces that necessitate a continuing flexible approach in making investment decisions.
Credit recommendation:	2 semester hours in the undergraduate degree category in Finance.

Title:	**Law of Commercial Instruments**
Length:	30 hours — 2-hour sessions each week for 15 weeks

Dates:	September, 1963 — Present
Objective:	To provide the student with basic knowledge of the codified law in Articles 3 and 4, Uniform Commercial Code, with reference to the processing and collection responsibilities of financial institutions with commercial instruments.
Instruction:	Covers the rights and duties of parties to money instruments, i.e., checks, drafts, notes, and certificates of deposit, under Article 3 of the Uniform Commercial Code; the problems of financial institutions in the handling of commercial instruments in the collection process under Article 4 of the Uniform Commercial Code.
Credit recommendation:	2 semester hours in the undergraduate degree category in Law or Money and Banking.

Title:	**Law of Contracts**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a basic knowledge of the concepts and fundamentals of contractual relationships that are necessary to function effectively in a business environment.
Instruction:	Introduction to the court system; development of legal systems and sources of law; function of contract law; elements essential to the creation, performance, and discharge of contracts.
Credit recommendation:	2 semester hours in the undergraduate degree category in Business Administration or Law.

Title:	**Life Insurance**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a basic understanding of life insurance.
Instruction:	Covers life insurance principles, structure, and practice as required of company agents and representatives by the New York State Insurance Department. Topics include: selection of risks, values and benefits, various types of policies, terms of the life insurance contract, sales features, life insurance as an investment, and planned settlement of the life insurance estate.
Credit recommendation:	2 semester hours in the undergraduate degree category in Business Administration, Economics, Finance, or Life Insurance Principles.

Title:	**Management Training**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with an understanding of the role and responsibilities of the manager of the work forces in financial institutions.
Instruction:	Managerial organization, planning, and controlling, especially for first-level and middle-manager positions; job management; improvement of management methods; developing and maintaining the work team. Problem solving via case study is emphasized.
Credit recommendation:	2 semester hours in the undergraduate degree category in Management.

Title:	**Marketing**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with an understanding of new bank marketing strategies, as well as how each employee is a key factor in influencing various banking market approaches.
Instruction:	Marketing concepts and marketing management responsibilities; market analysis; promotions; media; sales principles; marketing success in relation to internal banking functions.
Credit recommendation:	2 semester hours in the associate degree category in Marketing.

Title:	**Money and Banking**
Length:	60 hours — 2-hour sessions each week for 30 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with an in-depth and realistic knowledge of the money and banking mechanism and of the general function performed by the banking mechanism within the total economic system.
Instruction:	Two semesters devoted to the nature and functions of money and the development of monetary standards, of the commercial banking structure and its unique money-creating function, of interest rate determinations, and of a commercial bank's earning assets. Treatment of the Federal Reserve System in its monetary policy role, monetary policy *vis-à-vis* fiscal policy, and international monetary functions and problems. Emphasis placed on relating the course content to present-day monetary problems, for example, inflation, devaluation, and international money flows.

Credit recommendation:	4 semester hours in the undergraduate degree category in Finance or Money and Banking.

Title:	**Real Estate and Mortgage Principles**
Length:	60 hours — 2-hour sessions each week for 30 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with an understanding of the home mortgage investment area, which is of concern to both thrift institutions and commercial banks.
Instruction:	An intensive two-semester survey course designed to familiarize the student with the legal and financial fundamentals of real estate investing and mortgage financing. Topics include: real estate ownership, transactions, title searches and closing, appraising, brokerage and investment.
Credit recommendation:	4 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Savings Bank Accounting**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a practical understanding of the internal accounting treatment of all transactions within a savings bank.
Instruction:	The accounting treatment of transactions as they normally occur in the daily operations of a savings bank; accruals; reserves; accounting and statistical records; Banking Department and other reports; relationship and responsibilities of the accounting departments and management. Practical problems are used.
Credit recommendation:	2 semester hours in the undergraduate degree category in Accounting or Finance.

Title:	**Savings Bank Life Insurance**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a practical understanding of life insurance sales, with specific reference to Savings Bank Life Insurance (SBLI) sales and service.

Instruction:	Provides a practical approach to Savings Bank Life Insurance and its relation to savings banking, focuses chiefly on product knowledge of SBLI, familiarity with plans offered, underwriting rules, and limitations. Rate book premium calculation, preparation of SBLI proposals, and completion of applications are thoroughly developed.
Credit recommendation:	2 semester hours in the associate degree category in Finance or Savings Bank Life Insurance.

Title:	**Savings Bank Operations**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1969 — Present
Objective:	To provide the student with an understanding of the internal operations of a savings bank and the external regulations surrounding the savings function in New York State savings banking at the present time.
Instruction:	Covers the departmental operations of the savings bank within the law, rules and regulations of the New York Banking Department and the Federal Deposit Insurance Corporation. Topics include: tellers paying and receiving money; payment problems; recording of transactions and proving procedures; payment of interest; liquidity; bank operating expenses; accounting of all financial transactions through to the General Ledger; preparation of the Statement of Condition and the Profit and Loss statement; the auditing function throughout the bank; the effect of the investment policy; objectives of bank management.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Savings Banking Organization**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with a detailed knowledge of the operations, structure, and role of thrift institutions in the U.S. economy.
Instruction:	Basic overview of mutual savings banking; history and tradition of savings banking; types, structures, markets and problems of savings banks; rules and regulations under which savings banks operate.
Credit recommendation:	2 semester hours in the undergraduate degree category in Banking, Business Administration, Economics, or Finance.

Title:	**Trust Department Services**
Length:	30 hours — 2-hour sessions each week for 15 weeks
Dates:	September, 1963 — Present
Objective:	To provide the student with the basic and fundamental knowledge of the principles and policies underlying the various fiduciary services offered by financial institutions.
Instruction:	Survey of all important services and functions of a trust department in a financial institution: property and property rights, wills, settlement of estates, responsibilities of executors and administrators, personal agencies, corporate agencies, employee trusts, pension trusts, and community and institutional trusts and agencies.
Credit recommendation:	2 semester hours in the undergraduate degree category in Money and Banking.

AMERICAN TELEPHONE AND TELEGRAPH COMPANY

Introduction

The Special Program in Engineering Economy for Public Utilities is offered by Stanford University each summer to employees of A.T.&T. and of other regulated public utilities companies. The instructors in the Program are drawn from Stanford, other universities, and industry, and they are highly qualified. Classroom time is divided between lectures, discussions of cases and problems, and work sessions devoted to the solutions of real problems. In addition to the regular classes, lectures are given dealing with topics of special interest. One series of lectures focuses on the utilization of the computer for solving engineering economy problems. Major textbooks and reading assignments are sent to participants in advance of the program.

The program entitled "Marketing for A.T.&T. Sales and Marketing Officials" was conducted by the Bell System Data Communications Training Program in Cooperstown, New York, from October, 1961 until June, 1970. The program content was formulated by a task force composed of personnel from A.T.&T., the Operating Companies, Bell Telephone Laboratories, and the Western Electric Company. The teaching staff were employees of A.T.&T. with considerable experience in the Bell System and thoroughly conversant with the subject matter.

Only three sections of this latter program were evaluated for the present study: Data Switching Concepts; Computer Principles; and Marketing and Sales Principles. The first two of these sections were considered as one unit for purposes of evaluation.

Official records of student performance in both of these programs can be obtained from the Director of Administration, Human Resources Development Department, American Telephone & Telegraph Company, 195 Broadway, New York, New York 10007.

The evaluation of these programs was conducted in March and May, 1974.

Title:	**Engineering Economy for Public Utilities**
Location:	Department of Industrial Engineering Stanford University Palo Alto, California
Length:	1962–1972: 4-week residential program — 30 hours per week 1973–Present: 3-week residential program — 38 hours per week
Dates:	Summer, 1962–Present
Objective:	To provide participants with knowledge and skills highly relevant to current regulated utilities problems and to update their backgrounds in engineering economy for public utilities. To broaden the background of middle management officers for future advancement within the various participating companies.

Instruction:

1. *Engineering Economy Applications to Public Utilities.* Provides skills for undertaking detailed analyses of the economic consequences of competing alternative courses of action requiring capital investment. Topics include: sunk cost, cash flow, time value of money, risk and sensitivity analysis, income tax effects, minimum revenue requirements, and replacement problems. Participants bring examples of engineering economy problems from their companies and the data necessary to present a case study in the program.

2. *Accounting Problems and Practices in Public Utilities.* Relationship between accounting and utility regulations, including such aspects as: allocation of costs among different types of services, mortality studies of physical properties and their relationship to depreciation accounting, and the determination of the income tax component of utility revenue requirements. Problems and assigned readings selected to stimulate the participant's ability to make effective use of accounting data, both in the evaluation and control of operations and in analysis and decision-making concerned with investment.

3. *Finance.* General principles of financial management, with special applications and policy questions relating to regulated public utilities. Topics include: financial functions and controls, forecasting, uncertainty tools in the capital budgeting area, financial structure and the use of leverage, dividend policy and internal financing. Special emphasis given to the cost of capital, moving into money and capital markets toward the end of the program.

4. *Managerial Economics, Rate Structure, and Pricing in Public Utilities.* Selected topics in managerial economics such as demand, price determination, competition, and market structure are covered. These topics provide the background necessary to understand and treat the special problems faced by a regulated public utility, including: marginal cost pricing vs. average cost pricing, rate structures, capital plant expansion, and the economic implications of government regulations.

Credit recommendation:

3 semester hours in the upper division baccalaureate degree category or the graduate degree category in Managerial Finance; and 2 semester hours in the upper division baccalaureate degree category or the graduate degree category in Managerial Economics.

Title:

Marketing for A.T.&T. Sales and Marketing Officials
(1) Data Switching Concepts
(2) Computer Principles
(3) Marketing and Sales Principles

Location:

Cooperstown, New York, Bell System Data Communication Training Center

Dates:

October, 1961 — June, 1970

Length: (1) and (2) — 75 hours
(3) — 77 hours

Objective: To provide students with a thorough background in modern data communication, so that they can recognize and satisfy the complex communication needs of data customers and can provide them with effective and appropriate facilities in the data communications field.

Instruction: (1) and (2) — Boolean algebra, logic theory, computer hardware, computer storage, information retrieval; various computer languages, including symbolic, basic, FORTRAN, and COBOL. Students have an opportunity to work on involved data cases and to design solutions to specific customer problems. Use of lectures, case studies, and laboratory experiences.

(3) — Comprehensive foundation of the basic principles of professional salesmanship; emphasis on the steps in the personal selling process from identifying potential customer segments and planning the initial sales contact to closing the sales call and servicing customers. Development of behavioral science and communication skills, such as the psychology of interpersonal interaction and the art of listening, through a combination of role playing, audiovisual techniques and problem solving case histories. The teaching approach effectively integrates classroom lectures and student participation through a large number of classroom and homework exercises.

Credit recommendation: (1) and (2) — 3 semester hours degree in the upper division baccalaureate degree category in Introduction to Computers.
(3) — 3 semester hours in the upper division baccalaureate degree category or the graduate degree category in Principles of Salesmanship.

EASTMAN KODAK COMPANY

Introduction

The nine courses for which credit recommendations have been established are only a small sample of the many courses offered by the Eastman Kodak Company for its employees. The courses are conducted by three major divisions within the company: Kodak Apparatus Division, Kodak Park Division, and the Marketing Education Center. Some of the courses are residential programs; others occur after working hours on plant sites. Official records of student performance in these courses will be supplied by the company division which conducts the particular course.

The evaluation of these courses was conducted in May, 1974.

Title:	**Effective Education Seminar**
Location:	Marketing Education Center, Rochester, New York Marketing Education Center, Atlanta, Georgia Marketing Education Center, San Francisco, California
Length:	50 hours — 1-week residential program
Dates:	May, 1974 — Present
Objective:	To provide persons who are responsible for directing or conducting training with the ability to analyze performance problems systematically, and to design and implement solutions to such problems.
Instruction:	Systems approach to performance analysis and instructional design. Procedures are prescriptive rather than proscriptive; they enable a student to conduct a systematic problem analysis, to consider educational (and noneducational) solutions to performance problems, and to make basic decisions as to cost-effectiveness.
Credit recommendation:	3 semester hours in the undergraduate degree category in Education.

Title:	**1. Fundamentals of Computers and Data Processing** **2. Fundamentals of Computer Programming** **(1 & 2 evaluated together)**
Location:	Kodak Park Division, Rochester, New York
Length:	48 hours — 3 sessions twice a week for 8 weeks
Dates:	Fall, 1971 — Present
Objective:	To provide students with knowledge of basic computer concepts and programming techniques prior to language courses.
Instruction:	(1) Basic concepts of processing data discussed as background to topics such as: data representation and recording, computer equipment, how the computer is instructed to perform its task, and how this tool can assist in problem-solving and providing information. Exercises and case studies are used.

(2) Introduction to the various elements of computer program development; stresses importance of proper problem definition and planning to meet specific objectives, flowcharting used to represent the analysis and logical operations necessary to solve the problem, graphic solution then translated into coded instructions in a pseudoprogramming language. Other topics treated are: record layout design, data organization, systems and program documentation, and operating systems concepts.

Credit recommendation: 3 semester hours in the associate degree category in Introduction to Computer Programming.

Title: **Fundamentals of Optical Engineering**

Location: Kodak Apparatus Division, Rochester, New York

Length: 30 hours — 2-hour sessions each week for 15 weeks

Dates: December, 1966 — Present

Objective: To provide engineers and staff personnel with a better understanding of optical principles and systems.

Instruction: Basic optical systems; refraction and reflection of light; magnifiers; properties of lenses, mirrors, prisms; images and their formation; optical instruments; image brightness, projection systems aperture stops, aberrations, vision and lens manufacture.

Credit recommendation: 2 semester hours in the associate degree category in Elementary Optical Engineering.

Title: **Instructional Process Workshop**

Location: Marketing Education Center, Rochester, New York
Marketing Education Center, San Francisco, California

Length: 35 to 50 hours (individualized program)

Dates: May, 1973 — Present

Objective: To develop basic teaching skills for marketing education specialists in preparation for their first training assignments.

Instruction: Basic course in instructional technology, with an introduction to educational psychology, learning theory, and instructional strategies. Topics include: objectives, learning strategy, adult learning principles, developing a teaching plan, developing teaching materials, educational development process, media production process, logistical support process, presentation techniques, and evaluation.

Credit recommendation:	3 semester hours in the undergraduate degree category in Education.

Title:	**Photographic Science for New Professional and Technical People**
Location:	Kodak Park Division, Rochester, New York
Length:	60 hours — 2½-hour sessions twice a week for 12 weeks
Dates:	September, 1968 — Present
Objective:	To provide new scientific and engineering personnel with the fundamentals of photographic science, theory, and technology early in their company careers.
Instruction:	Study of photographic science, practices, theory, and technology. Topics include: history of photography and description of the general photographic process, film and paper manufacturing; negative-positive and reversal processes; emulsion composition, sensitometry and latent image theory; processing chemistry, image evaluation, exposure effects, and processing efects; spectrophotometry; color vision, color mixing and principles of color photography; color films, papers and processes; color sensitometry, dye behavior and colorimerty; and elements of duplicating and masking.
Credit recommendation:	4 semester hours in the undergraduate degree category in Photographic Science.

Title:	**Photographic Technology I**
Location:	Photographic Training Area Kodak Apparatus Division, Rochester, New York
Length:	76 hours (classroom, laboratory, and individual study)
Dates:	March 8, 1971 — Present
Objective:	To provide the basic fundamentals of photographic technology to company employees whose jobs involve the use or knowledge of photographic materials, apparatus, and processes.
Instruction:	Multimedia learning experience, utilizing lecture and self-teaching instruction and hands-on training in black and white photography, its materials, processes, and apparatus. Subjects include: nature and behavior of light, camera exposure, processing and printing, photographic films and papers, latent image theory, sensitometry, chemistry, and exposure and development effects and their application to current still and motion picture products.
Credit recommendation:	5 semester hours in the associate degree category in Basic Photography.

Title:	**Technical Mathematics I**
Location:	Kodak Park Division, Rochester, New York
Length:	40 hours — 2-hour sessions twice a week for 10 weeks
Dates:	March 1, 1972 — Present
Objective:	To provide skilled trade apprentices with a course that can be applied to meet the mathematics requirements in an A.A.S. degree program (e.g., Electrical Technology, Mechanical Technology).
Instruction:	Algebraic expressions and fundamental operations; linear equations and inequalities in one variable; analytic geometry in the plane (ordered pairs, coordinate systems, linear functions); angles and angle measurement, trigonometric functions and trig functions of any angle; graphs of the trig functions, systems of equations and inequalities (two equations in two unknowns and three equations in three unknowns).
Credit recommendation:	3 semester hours in the associate degree category in Technical Mathematics.

Title:	**Technical Mathematics II**
Location:	Kodak Park Division, Rochester, New York
Length:	40 hours — 2-hour sessions twice a week for 10 weeks
Dates:	March 1, 1972 — Present
Objective:	To provide skilled trade apprentices with a course that can be applied to meet the mathematics requirements in an A.A.S. degree program (e.g., Electrical Technology, Mechanical Technology).
Instruction:	Trigonometric formulas and oblique angles; vectors; laws of sines and cosines; complex numbers; quadratic equations and inequalities; verbal problems; theory of equations; logarithmic and exponential functions; conic sections (circle, parabola, ellipse, hyperbola).
Credit recommendation:	3 semester hours in the associate degree category in Technical Mathematics.

THE GENERAL ELECTRIC COMPANY

Introduction

The 14 courses for which credit recommendations were established are part of a 2-year, integrated curriculum called the Manufacturing Studies Program. Each course meets for 2 hours once a week after working hours. Two courses are taken concurrently, from September to June. The program is conducted at General Electric plants throughout the United States, including the following locations in New York State: Auburn, Hudson Falls, Schenectady, Syracuse, and Utica. The administrative headquarters for the program is located at the Schenectady plant. A General Electric publication entitled *Introduction to Manufacturing Studies* describes the program, including each course, in greater detail.

The general objective of the program is to provide an opportunity for individuals capable of college-level work to further develop knowledge and technical abilities applicable in such fields as manufacturing supervision, materials management, manufacturing engineering, quality control, information systems, and employee relations. The program is designed for engineers, specialists, supervisors, and managers.

Because of the modular structure of the curriculum the courses have been grouped into units in order to establish appropriate credit recommendations. The numerical designation before each course title within a unit is the G.E. course number. The length of each individual course is given after each title. While credit recommendations have been made for each unit separately, particular consideration for granting credit should be given to those who have completed the total program.

Official copies of the Student Performance Report for individuals who have completed these courses are available from the Manufacturing Studies representative for the company in the plant where they took the program.

Please note that the credit recommendations listed below apply to *all* G.E. locations where these courses are offered in the State.

The evaluation of these courses was conducted in February, 1974.

Title:	**Computer Programming and Data Analysis (Unit I)** **This unit is comprised of the following courses:MFG 111 or 111B — Introduction to Computers (10 weeks); MFG 211 — Manufacturing Information Systems (10 weeks); and MFG 220 — Data Analysis and Probability Evaluation (12 weeks).**
Length:	64 hours
Dates:	September, 1965 — Present
Instruction:	Basic introductory concepts in computer programming and statistical analysis; characteristics and limitations of computers; use of FORTRAN and BASIC programming language in solving problems; introductory statistical concepts, including measures of central tendency and variability, statistical inference, discrete sampling distributions, and correlations analysis.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Computer Programming and Data Analysis.

Title:	**Industrial Engineering (Unit II)**
	This unit is comprised of the following courses: MFG108 — Manufacturing Materials and Processes (12 weeks); and MFG 250 — Product Engineering (5 weeks).
Length:	34 hours
Dates:	September, 1965 — Present
Instruction:	Study of manufacturing processes and the product engineering function. Introduction to productivity and total design, casting processes, basic machinery and metal forming processes, and metal joining processes; use of excellent problems treating these topics. Brief treatment of the type of work involved in designing a product and the impact of the design phase on the manufacturing function; engineering data base; product documentation.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Industrial Engineering.

Title:	**Managerial Accounting and Cost Analysis (Unit III)**
	This unit is comprised of the following courses: MFG 25 — Introduction to Accounting Principles (3 weeks); MFG 125 — Operating Costs, Budgets, and Measurements (10 weeks); and MFG 130 — Economic Analysis of Alternatives (12 weeks).
Length:	50 hours
Dates:	September, 1965 — Present
Instruction:	Basic introduction to accounting concepts and principles with strong emphasis on managerial use of accounting information; programmed instruction introduction to accounting statements and principles, brief treatment of statement preparation, T-accounts, ledger and journal entries; introduction to cost concepts and analysis, incremental and sunk costs, and budgeting; capital budgeting, including discounted cash flows, tax considerations, and alternative equipment replacement policies.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Managerial Accounting and Cost Analysis.

Title:	**Manufacturing Management (Unit IV)**
	This unit is comprised of the following courses: MFG 204 — Manufacturing Engineering (12 weeks); MFG 215 — Materials Management (12 weeks); and MFG 217 — Quality Control (12 weeks).
Length:	72 hours

Dates:	September, 1965 — Present
Instruction:	Introduction to management problems in designing and controlling production systems; methods for designing a production process, including the preparation of plant layouts, job designs, production standards, and assembly line balances; study of the problems of planning and controlling production, including forecasting demand, inventory control, production scheduling, and purchasing and traffic management; procedures for organizing the quality control function in manufacturing and the statistical control of product quality variables.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Manufacturing Management.

Title:	**Personnel Administration (Unit V)** **This unit is comprised of the following courses: MFG 101 — Manufacturing Organization and Supervision (8 weeks); MFG 102 — Individual and Group Relations on the Job (12 weeks); and MFG 105 — Employee Relations in Manufacturing (8 weeks).**
Length:	56 hours
Dates:	September, 1965 — Present
Instruction:	General approach to the organization and management of a firm; special emphasis on the engineering-type organization and the interpersonal relationships which exist and operate in such an institution; specific aspects of the personnel function; general areas of motivation, organization behavior, and manpower planning.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Personnel Administration.

LITERACY VOLUNTEERS OF AMERICA, INC.

Introduction

The Literacy Volunteers of America is a voluntary organization whose goal is to reduce the number of adult and teen-age functional illiterates through an individual tutoring program. The organization was started in Syracuse, New York, in 1962 and now operates in seven states. The New York State member organization has 24 local affiliates, with approximately 1,700 volunteer tutors.

The Teacher Training/Tutorial Experience was developed by experts in the area of adult reading problems over a period of 10 years. It is designed to prepare the volunteer to teach basic reading successfully to a functional illiterate on a one-to-one basis, using several techniques.

The program is conducted by each local affiliate in the State for volunteers in that area. Local affiliates are in the following locations: Albany, Broome County, Buffalo, Cayuga County, Clinton County, Cortland, Geneva, Glens Falls, Jamestown, Lockport, Mt. Vernon, Nassau, New York City, Niagara Falls, Northern Westchester, Olean, Oneida, Oswego County, Rochester, St. Lawrence County, Schenectady, Syracuse, Troy, and Watertown. Official records of student performance in the program are available from: Coordinator, Literacy Volunteers of New York State, 131 Sherrill Road, Sherrill, New York 13461.

Please note that the credit recommendation listed below applies to all locations where the program is offered in the State.

The evaluation of the program was conducted in July, 1974.

Title:	**Teacher Training/Tutorial Experience**
Location:	Local affiliates throughout New York State
Length:	48 hours
Dates:	July, 1974 — Present
Objective:	To train volunteers to teach basic reading and writing skills to adult illiterates on a one-to-one basis.
Instruction:	History and organization of Literacy Volunteers of America; problem and scope of illiteracy among adults; techniques of teaching basic reading and writing; sensitivity to the environment of the functional illiterate; positive reinforcement; instructional materials; supportive agencies for referral; practical experience in tutoring. Conferences, area meetings, and in-service training are held in new materials, new techniques, and affiliate management.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category or the graduate degree category in Reading Instruction.

NEW YORK CITY POLICE DEPARTMENT

Introduction

The courses listed below comprise the academic component of the Recruit Training Program conducted by the New York City Police Academy. This is an intensive 22-week program attended by all new recruits to the New York City Police Department. The present curriculum is a result of a reevaluation of the Recruit Training Program which the Department undertook in October, 1973, and which involved outside experts as well as Department personnel. The first class to receive the new curriculum in its entirety graduated from the Police Academy on June 11, 1974.

All of these courses are taught at the Police Academy, 235 East 20th Street, New York City 10003. Official records of student performance in the courses are available from the Records Officer at the Academy.

The evaluation of these courses was carried out in August, 1974.

Title:	**Community Relations for Police**
Length:	75 hours
Dates:	January, 1974 — Present
Objective:	To provide the student with knowledge of his role in the community and the expectations of the community he serves.
Instruction:	Exploration of the etiology, manifestations, and proposed solutions for noncrime-related problems that the police service is called upon to resolve. Discussion of children, adolescents, and the problem of juvenile delinquency; intergroup relations, communications theory, and interviewing; crisis intervention and conflict management; treatment of geographical structures and ethnic communities in New York City.
Credit recommendation:	3 semester hours in the undergraduate degree category in Criminal Justice, Social Science, or Social Work.

Title:	**Criminal Investigation**
Length:	60 hours
Dates:	January, 1974 — Present
Objective:	To provide the student with knowledge of his responsibilities as the first police representative at the crime scene.
Instruction:	General principles of investigation, with suggested procedures for specific types of law violators; reporting procedures necessary for statistical studies and specialist followup; aspects of crime prevention as they relate to the police officer's role.
Credit recommendation:	3 semester hours in the undergraduate degree category in Criminal Justice.

Title:	**Criminal Law**
Length:	63 hours
Dates:	January, 1974 — Present
Objective:	To provide the student with a practical working knowledge of specific criminal offenses.
Instruction:	Comprehensive analysis of criminal law and procedures, methods of interpretation of criminal statutes; statutory definitions of crime; study of case law related to criminal statutes and applications to specific situations. Emphasis is on underlying framework of criminal law.
Credit recommendation:	4 semester hours in the upper division baccalaureate degree category in Criminal Science or Criminology.

Title:	**Introduction to Law Enforcement**
Length:	90 hours
Dates:	January, 1974 — Present
Objective:	To provide the student with an introduction to law enforcement and its role within society, with specific reference to the function of the patrol officer.
Instruction:	Role of law enforcement and the individual police officer's participation; departmental structure, policy, and the rationale of each; individual member's internal and external relationships and functions; purposes and operations of police patrol; skills, techniques, resources, and statutes with which the officer must be familiar.
Credit recommendation:	4 semester hours in the undergraduate degree category in Criminal Justice.

Title:	**Introduction to Law**
Length:	62 hours
Dates:	January, 1974 — Present
Objective:	To provide the student with a basic introductory course in law, emphasizing the development of legal principles and concepts and with application to law enforcement.
Instruction:	The nature of law in contemporary society; study of the U.S. Constitution with emphasis on the Bill of Rights and the Fourteenth Amendment; constitutional

rights of the accused; the police officer and the judicial process. Application of such legal concepts as probable cause, stop, question, and frisk; and court testimony.

Credit recommendation: 4 semester hours in the undergraduate degree category in Criminology, Government, Police Science, or Political Science.

Title: **Introduction to Social Psychology**

Length: 63 hours

Dates: January, 1974 — Present

Objective: To provide the student with knowledge of human behavior, that he can anticipate upon becoming a police officer.

Instruction: Survey of personality, crisis intervention, conflict management, interpersonal interaction, small group dynamics, adolescent behavior, communication theory, and transactional analysis.

Credit recommendation: 4 semester hours in the upper division baccalaureate degree category in Behavioral Sciences, Criminal Justice, Social Science, or Social Work.

Title: **Physical Education-Six Parts**

Length: 170 hours

Dates: January, 1974 — Present

Objective: To prepare the student for the physiological and psychological demands involved in the work of a police officer.

Part I. Foundations of Physical Activity

Instruction: Survey of physiological, psychological, and sociological aspects of physical fitness; skills, body mechanics, and methods of maintaining and improving physical fitness; role of physical conditioning, nutrition, and basic health habits (15 hours lecture, 25 hours laboratory).

Credit recommendation: 2 semester hours in the undergraduate degree category in Physical Education.

Part II. Lifesaving Techniques

Instruction: Advanced survival techniques and strokes; safety procedures; use of flotation devices and safety aids. American Red Cross Senior Lifesaving Certificate issued to all who pass the senior lifesaving tests (28 hours).

Credit recommendation: 1 semester hour in the undergraduate degree category in Physical Education.

Part III. Safety Education, Accident Prevention, and First Aid

Instruction: Principles of safety; theory and practice of first aid procedures in such situations as shock, wounds, emergencies such as heart attacks and strokes, and extrications from dangerous situations (30 hours).

Credit recommendation: 2 semester hours in the undergraduate degree category in Physical Education.

Part IV. Self-Defense

Instruction: Theory, skills, and practice of judo, karate, and boxing techniques; basic blows, throws, and defenses; application of these skills to combative situations (60 hours).

Credit recommendation: 2 semester hours in the undergraduate degree category in Physical Education.

Part V. Swimming I

Instruction: Fundamentals of water safety; instruction and practice in various swimming techniques and in elementary forms of diving (28 hours).

Credit recommendation: 1 semester hour in the undergraduate degree in Physical Education.

Part VI. Swimming II

Instruction: Intermediate swimming; basic water safety techniques; emphasis on form and endurance in the crawl, sidestroke, breaststroke, and elementary backstroke.

Credit recommendation: 1 semester hour in the undergraduate degree category in Physical Education.

Title: **The Patrol Service**
(Refer to course title "Introduction to Law Enforcement.")

NEW YORK STATE POLICE

Introduction

The courses evaluated comprise the academic component of the Basic Recruit Program conducted by the New York State Police Academy in Albany. This is an intensive 18-week residential program attended by all newly appointed troopers of the State Police. The total program as presently constituted has been offered since October, 1971, although individual courses have been offered with substantially the same content for a longer period of time, and this is noted for the specific courses.

The objective of the program is to integrate the practical, technical, and theoretical aspects of law enforcement to adequately prepare the student to assume his/her role as a State Police officer.

Official records of student performance as well as more detailed information about the program can be obtained from the Director of Training, State Police Academy, State Campus, Albany, New York 12226.

The evaluation of these courses was conducted in March, 1974.

Title:	**Community Relations for Police**
Length:	40 hours
Dates:	June, 1964 — Present
Instruction:	Survey of police-community relations from a multi-dimensional viewpoint. Treatment of the role of the police in community relations, the psychological and sociological aspects of human relations, and the nature of prejudice and discrimination in police work; the development of the police image and a recognition of the importance of communications with the public; civil disobedience; police corruption and police professionalism.
Credit recommendation:	3 semester hours in the undergraduate degree category in The Police and the Community.

Title:	**Consolidated Laws and Procedures**
Length:	36 hours
Dates:	June, 1964 — Present
Instruction:	Overview of the Consolidated Laws and Procedures of New York State and selected Federal statutes in which there is a concurrent enforcement responsibility. Topics include: bail, family court and offenses against the court, conservation law, State and Federal probation, pardon and parole, and Federal enforcement agencies.
Credit recommendation:	2 semester hours in the associate degree category in Consolidated Laws and Procedures.

Title:	**Criminal Investigations**
Length:	60 hours
Dates:	June, 1964 — Present
Instruction:	A study of the knowledge and skills necessary to conduct a sound police investigation, including general principles, preliminary investigation, collection and preservation of information, and sources of information. In addition to general investigative techniques, emphasis is placed on those types of criminal activities which require specialized methods of investigation. A laboratory experience is provided through the Practical Case Exercise where investigative techniques are applied directly to situations that actually occur in field assignments.
Credit recommendation:	4 semester hours in the associate degree category in Criminal Justice.

Title:	**Criminal Law**
Length:	60 hours
Dates:	September, 1961 — Present
Instruction:	Introduction to the New York State Penal Law, including its purposes and those definitions applicable to enforcement considerations; the elements of various offenses, including anticipatory offenses, theft, fraud, damage and intrusion onto property, and offenses against the person and public order; the legal basis for proscribing conduct, the justification for the lawful use of physical force.
Credit recommendation:	4 semester hours in the undergraduate degree category in Criminal Law.

Title:	**Criminal Procedure Law**
Length:	60 hours
Dates:	September, 1961 — Present
Instruction:	Introduction to Criminal Procedure Law; working knowledge of procedures and standards of proof required for preliminary judicial action in the lower or local court, including geographical jurisdiction of offenses, scope of prosecution and rules of evidence. Treatment of procedures related to arrest for an offense from the time of arrest through sentencing and probation procedures, such as laws of arrest, proceedings from arraignment to plea, and search and seizure.
Credit recommendation:	4 semester hours in the undergraduate degree category in Criminal Procedure Law.

Title:	**Emergency Services School**
Length:	40 hours
Dates:	June, 1964 — Present
Instruction:	Knowledge and skills necessary for students to handle effectively situations requiring immediate action to safeguard life and property or prevent further hazards to either. Topics include emergencies involving public utilities, dangerous materials, extrications, and search and recovery operations.
Credit recommendation:	1 semester hour in the associate degree category in Criminal Justice.

Title:	**Introduction to Law Enforcement and Government**
Length:	40 hours
Dates:	October, 1971 — Present
Instruction:	Examination of the organization and functions of government at the Federal, State, and local levels, with emphasis on those governmental operations which directly affect the field of law enforcement; basic introduction to Federal and State Constitutional Law. Concentrates on the dimensions, operations and alternatives presented by the criminal justice system, including the police function, the judicial function, and the correctional process.
Credit recommendation:	3 semester hours in the associate degree category in Introduction to Law Enforcement, credit in the upper division baccalaureate degree category on the basis of institutional examination.

Title:	**Vehicle & Traffic Law I and II and Accident Investigation** **1. Vehicle & Traffic Law I** **2. Vehicle & Traffic Law II** **3. Accident Investigation** **(1, 2, and 3 evaluated together)**
Length:	100 hours
Dates:	September, 1961 — Present
Instruction:	Comprehensive study of the New York State Traffic Laws and Federal standards, codes, and laws, including a working knowledge of the terms contained in the Vehicle and Traffic Law; the procedures and standards of proof required in related judicial proceedings, such as rules of the road, and vehicle and traffic accusatory instruments and bills of particulars; treatment of latest methods of accident investigation, including identification of primary and

secondary causes of accidents. A laboratory experience is provided with strong emphasis on Driving While Intoxicated Enforcement.

Credit recommendation: 4 semester hours in the associate degree category in Vehicle and Traffic Law.

NEW YORK TELEPHONE COMPANY

Introduction

The 11 courses for which credit recommendations have been established are conducted by various departments within the company, including Commercial, Traffic, General Personnel, and Engineering. The courses vary in duration, as noted, but in each case the participating students are released from other job responsibilities to attend. A number of the courses are residential; almost all involve case studies, group discussions, and laboratory activities as well as lectures, and extensive homework assignments. Official records of student performance in these courses will be supplied by the New York Telephone Company. The number which follows each title is a company course number and will aid in identifying a specific course.

The evaluation of these courses was conducted in March, 1974.

Title:	**Advanced Data Training (A0000)**
Location:	10 Columbus Circle, Room 1900, New York, New York 10019
Length:	90 hours — Two-week residential program
Dates:	June, 1971 — Present
Objective:	To equip communications consultants, account consultants, and sales managers with the knowledge necessary to recognize and satisfy business needs in the data market by providing efficient and effective communications.
Instruction:	Fundamentals of computer systems; input-output systems and their operation; storage, information retrievance; computer programming; computer concepts, time sharing, data transmission and data switching; computer language from simple binary numbers to twelve level codes.
Credit recommendation:	3 semester hours in the associate degree category in Computer Fundamentals.

Title:	**Business Office Supervisor (3003)**
Location:	Commercial Management Training Center, 1790 Broadway, New York, New York 10019
Length:	76 hours of classroom instruction and 64 hours of supervised on-the-job experience; 3-week residential program
Dates:	June, 1968 — Present
Objective:	To teach business office supervisors supervisory methods and techniques, and policies, objectives and techniques relating to personnel.
Instruction:	Fundamentals of supervision, human relations, and managerial practice including such topics as: motivation, performance appraisal, policies, planning,

control, union-management relations, customer relations, work measurement and other management techniques. Classroom experience is supplemented by workshops, case studies, and other experience-based learning.

Credit recommendation: 4 semester hours in the associate degree category in Management or Personnel.

Title: **Engineering Economy Principles (4067)**

Location: Corporate Learning Center Engineering School, Hotel Thayer, West Point, New York 10996

Length: 45 hours — 4-day residential program

Dates: July, 1973 — Present

Objective: To provide management personnel with an understanding of engineering cost study concepts and techniques and why such studies are essential to the financial structure of the Telephone Company.

Instruction: Capital-revenue-expense relationships; time value of money; annual charge rates; engineering economy study; profitability study; own versus lease study; retiring versus existing plant; division of revenue. Lecture-oriented, with several hours of problem-solving sessions.

Credit recommendation: 3 semester hours in the upper division baccalaureate degree category in General and Cost Accounting Applications in Engineering.

Title: **Engineering Economy Techniques (4007)**

Location: Corporate Learning Center Engineering School, Hotel Thayer, West Point, New York 10996

Length: 55 hours — 5-day residential program

Dates: 1970 — Present

Objective: To equip management personnel actively engaged in the preparation or review of cost studies with the ability to apply the proper engineering cost study techniques to given study situations.

Instruction: Capital-revenue-expense relationships; time value of money; annual charge rates; engineering economy study; team workshop project; profitability study; own versus lease study; division of revenue. Course schedule evenly balanced between lecture periods and problem-solving sessions.

Credit recommendation: 3 semester hours in the upper division baccalaureate degree category in General and Cost Accounting Applications in Engineering.

Title:	**Force Management (9002)**
Location:	Traffic Management Training Center, 1790 Broadway, New York, New York 10019
Length:	49 hours — 7 days
Dates:	1964 — Present
Objective:	To teach office managers technical skills necessary to function in the area of force administration.
Instruction:	All phases of force management cost control; primary attention given to those functions that directly affect cost control and service rendered in the Traffic Central Office; development of statistical techniques and managerial considerations in formulating policies regarding workload forecasting and personnel planning; peg count procedures, long- and short-range force programs; development of efficiency measurements.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Operations Management, Managerial Planning, or Work Force Measurement.

Title:	**Initial Management Training for Plant Foreman (8012)**
Location:	Corporate Learning Center, White Plains Hotel, White Plains, New York 10601
Length:	80 hours — 2-week residential program
Dates:	1971 — Present
Objective:	To teach foremen the basic concepts of a first-level supervisor's job.
Instruction:	Fundamentals and applications of management practice including: planning, policy control, management by objectives, human behavior, salary administration and other personnel practices, cost control, union-management relations, and appraisal. Lecture, discussion, case studies, role play exercises, and small group projects are used.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Management Process.

Title:	**Second Level Workshop (5030)**
Location:	Overlook Lodge, Bear Mountain Inn, Bear Mountain, New York 10911
Length:	40 hours — 1-week residential program
Dates:	October, 1972 — Present

Objective: To assist middle-level managers in developing key managerial skills required to perform their jobs effectively.

Instruction: Advanced behavorial science theory workshop; combines theory inputs with gaming, simulations, role-play exercises, case studies, and experience-based learning. The following areas are covered from a behavioral viewpoint: leadership, management styles, learning, motivation, communications, personnel development, and team development. Considerable student participation, interaction, and self-assessment.

Credit recommendation: 3 semester hours in the upper division baccalaureate degree category in Applied Behavioral Sciences.

Title: **Service Analysis (9001)**

Location: Traffic Management Training Center, 1790 Broadway, New York, New York 10019

Length: 40 hours — 1-week residential program

Dates: 1964 — Present

Objective: To teach managers of operator services offices the technical, analytical, and managerial skills necessary to analyze service results and plan required training programs for subordinates.

Instruction: Development of analytical skills in measuring service performance; training in development of staff capability in service performance measurement; knowledge of traffic department objectives; errors and irregularities; index plan, management observations, and speed of answer index; uniformity index; proper handling of customer contacts. Role playing used in situations requiring judgment of staff performance.

Credit recommendation: 3 semester hours in the upper division baccalaureate degree category in Operations Management.

Title: **Supervisory Decisions, Actions and Growth (5002)**

Location: 111 Livingston Street, Room 213, Brooklyn, New York; 140 West Street, Room C, New York City; 20 Park Street, Room 11P, Albany, New York

Length: 45 hours — 1-week residential program

Dates: June, 1973 — Present

Objective: To assist lower level managers in developing key managerial skills required to perform their jobs effectively.

Introduction: Introductory behavioral science theory workshop; combines theory inputs with gaming, simulations, role-playing exercises, case studies, and

experience-based learning; treats decision-making, leadership, motivation, group dynamics, and self awareness. Extensive student participation and interaction.

Credit recommendation: 2 semester hours in the associate degree category in the Applied Behavioral Sciences.

Title: **Thirteen Week Pre-Management Training Course (9004)**

Location: Traffic Management Training Center, 1790 Broadway, New York, New York 10019

Length: 13-week residential program — 35 hours per week

Dates: 1964 — Present

Objective: To prepare potential managers to assume responsibilities of administering an operator-services office

Instruction: (1) General management functions, including development of plans; personnel management functions, including hiring and interviewing, motivation training, performance appraisal, payroll implementation, industrial relations, and indoctrination of new employees.

(2) Review of all phases of force management cost control; development of statistical techniques and managerial considerations in formulation of policies regarding workload forecasting and personnel planning; peg count procedures; long- and short-range force programs; development of efficiency measurements.

(3) Development of analytical skills in measuring service performance; knowledge of traffic department objectives; errors and irregularities; index plan, management observations, and speed of answer index; uniformity index; proper handling of customer contacts. Role playing used in situations requiring judgment on staff performance.

Credit recommendation: (1) 6 semester hours in the upper division baccalaureate degree category in General Management;

(2) 3 semester hours in the upper division baccalaureate degree category in Operations Management, Work Force Management, or Managerial Planning;

(3) 3 semester hours in the upper division baccalaureate degree category in Operations Management.

Title: **Trainer Workshop (5031)**

Location: Overlook Lodge, Bear Mountain Inn, Bear Mountain, New York (10911)

Length:	40 hours — 1-week residential program
Dates:	October, 1972 —Present
Objective:	To improve the skill of corporate instructors, course designers, and training administrators in the art and science of helping adults learn.
Introduction:	Establishing an appropriate climate for learning; facilitating the learning process; using a variety of methods of presentation; use of voice, language, and physical action; working with others in group settings; specifying personal plans for self-development.
Credit recommendation:	3 semester hours in the upper division baccalaureate degree category in Educational Methodology.

LIST OF CONSULTANTS

Experts from colleges and universities as well as from noncollegiate institutions served as consultants to the Department in evaluating courses. Working in teams, they carefully reviewed materials describing the individual courses according to accepted standards. The consultants then determined what credit recommendation was appropriate for a course and in what subject area. The following consultants participated in the initial phase of this evaluation program.

Bernhard Bartsch
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William L. Berry
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Charles Block
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Daniel Briggs
Reading Specialist
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John Buckley
Assistant Secretary
Morgan Guaranty Trust Company
New York, New York

Irving Casey
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Russell Sage College

Joseph A. Colleran
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Silvio De Cristofaro
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Michigan Department of State Police
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Richard Hopeman
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Harry M. Kelly
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New York University

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Louis A. Klos
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Robert I. Landau
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Joseph A. Mackey
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Gloria Mattera
Director, New York State Migrant Center
State University College at Geneseo

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